

Emmbrook Junior School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Responsibility of: Pupil Outcomes, Parental Communication and Curriculum (POPC) Committee
Date of Policy: June 2021
Date of Review: Sept 2023
Date of Next review: Sept 2024

Status of Policy	Date
Statutory	January 2015
Reviewed	Annually
Updated	As required
Last reviewed by governors	Sept 2023
Review due	Sept 2024

This policy has due regard to the requirements of the Equality Act.

SEN Governor: Ben Wade

Special Educational Needs and Disabilities Coordinator (SENCO/SENDSCO): Chloe Liddiard

(Known as Assistant Head Teacher for Inclusion & Designated Teacher for looked after and previously looked after children)

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012

This policy was written in collaboration with the school's Governing body, the school's SENCO, SLT, all staff and parents of pupils with SEND.

Purpose

We at Emmbrook Junior School believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a significant proportion of pupils will have special educational needs or a disability (SEND), at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. Emmbrook Junior School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum.

Inclusion Statement

At Emmbrook Junior School, we strive to secure opportunities for all children, remove barriers to learning to improve outcomes and work together with parents and children to create a collaborative partnership. At our school, teachers provide high quality teaching, inclusive learning tasks and additional support for pupils. All staff have high aspirations for our pupils and provide an inclusive approach which is embedded throughout the school.

Our objectives are:

- to identify and provide for pupils who have special educational needs and additional needs
- to work within the guidance provided in the SEND Code of Practice, 2015
- to operate a "whole pupil, whole school" approach to the management and provision of support for special

educational needs

- to provide a Special Educational Needs Co-ordinator (SENCO)
- to provide support and advice for all staff working with special educational needs pupils
- to enable every pupil to experience success and promote individual confidence and a positive attitude
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to work collaboratively with parents of children with SEND, other professionals and support services.

Who/what was consulted?

We consulted local authority and national guidance.

Relationship to other policies

This policy links with SEND local offer/ SEND information report and:

- Data protection & Privacy Statements
- Admissions Guidance
- Teaching and Learning framework
- Curriculum Statement
- Behaviour Policy
- Health and Safety Policy

Equality impact

This policy will help ensure that the school takes positive action to support equal opportunities amongst all pupils.

Definition of Special Educational Needs and Disability

Special Educational Needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.'

(SEND Code of Practice 2015 – pg 15/16)

Disability

'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition

includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

(SEND Code of Practice 2015 – pg 16)

Roles and responsibilities of the Head Teacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The Head teacher has responsibility to:

- manage all aspects of the school's work, including provision for SEND pupils
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND
- ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that the progress and attainment of pupils with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents immediately if the school recommends special educational provision for their child
- report to parents on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising and providing training for SEND topics
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with and advise other staff
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- manage learning support staff/teaching assistants

Class teacher's responsibilities include:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (SEND code of practice 2015 pg 99)

- High quality teaching that is differentiated, personalised and inclusive.
- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- Class teachers direct, oversee and manage support staff working with their SEND pupils, with the support of the school SENCO. They work in effective partnership with support staff and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions which are provided to SEND pupils.

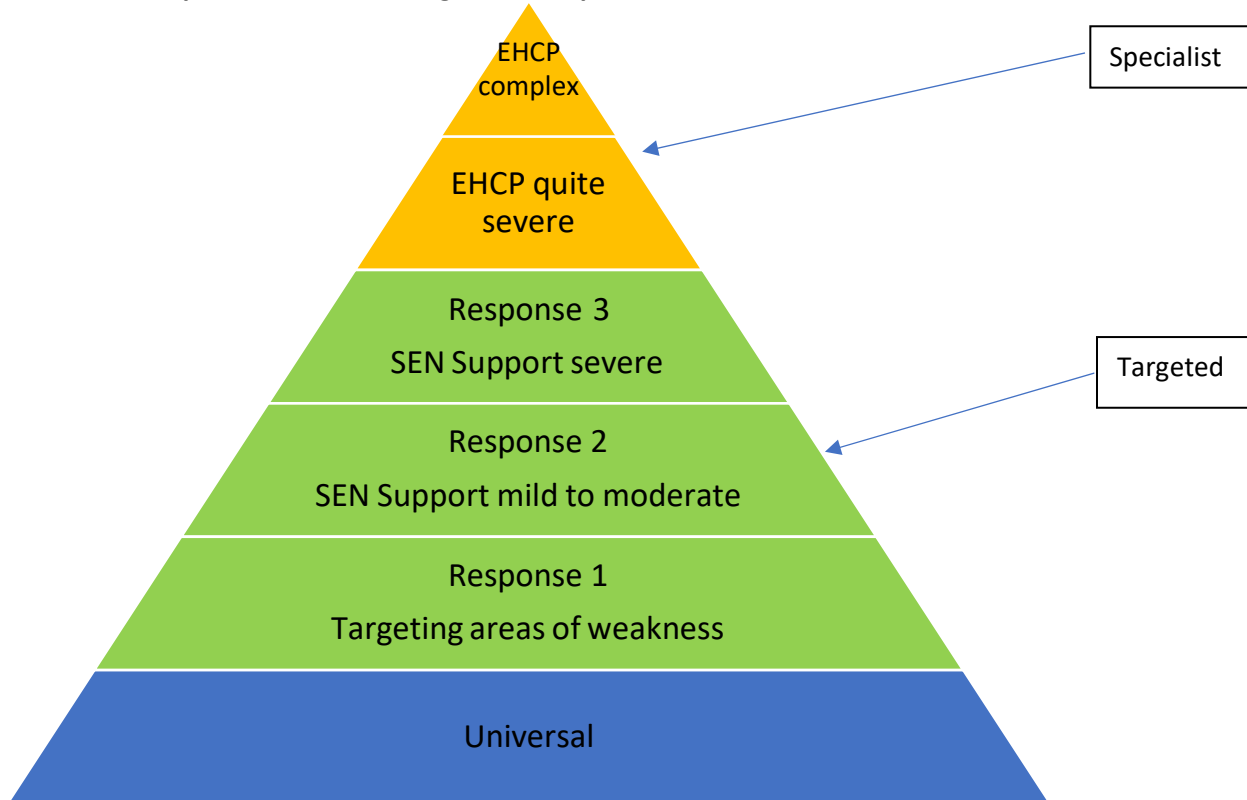
Learning support staff include:

- Support staff who work with SEND pupils, should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- Support staff will be deployed to support and deliver intervention which is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.
- Support staff are required to be aware of all policies and procedures relating to the education of pupils with SEND.
- Support staff should ensure that they take direction from the class teacher to ensure they work in effective partnership with the pupil's class teacher and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions they are providing to SEND pupils. Where the class teacher directs, they may consult with the school SENCO for additional support.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the SEND Code of Practice (2015)
- the progress and attainment of children with special educational needs and/or looked-after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they report to parents on the implementation of the school's SEND policy
- they are fully informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- the Governing body will monitor and evaluate this policy, through anonymised analyses of lesson observations, monitoring data looking at progress and attainment of children with SEND, by promoting surveys of pupils and parents and by discussing with the SENCO feedback from external agencies about the school's practice.

Graduated Response- Universal, Targeted and Specialist



We aim to provide a universal, targeted and specialist service. These are terms applied to provision available for children with special educational needs and disabilities (SEND). This is linked to the Wokingham Ordinarily Available Provision document which describes that should be available in mainstream schools.

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/education-and-special-educational-needs/support-in-school-and-college/>

Universal

These are provisions which all pupils can expect to access through high-quality teaching, without needing any extra SEND resources. Universal provision makes reasonable adjustments to accommodate pupils with SEND.

Targeted

The provision of extra support/ intervention is provided for some pupils who are identified, through assessment, to have an additional need over and above what is available to them through the universal offer of high-quality teaching. This provision will be short-term, targeted and outcome focused to ensure accelerated progress is achieved by the pupil.

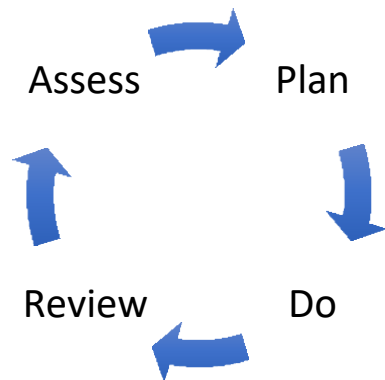
Specialist

Specialist provision, in addition to high-quality universal teaching, is available to those pupils who may require intensive and ongoing support following an individual assessment and potentially, a referral to external agencies and specialists. Typically, specialist provision will be long term and for children with complex needs. If appropriate these children will be supported through on-going and frequently reviewed multi-agency professional assessment and intervention, which may lead to the child requiring a Statement or Educational Health Care Plan.

Assess, Plan, Do, Review cycle

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves high quality first teaching and additional interventions, which are defined through dialogue across the school contributing to our provision management. This approach helps us to regularly review and record what we offer EVERY child in our care, alongside what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Framework).

Assess:

Quality first teaching in the first instance and if required the SENCO, parents, young person and other relevant professionals such as Speech and Language therapists, occupational therapists, Educational psychologists and so forth, assessing needs relevant to the child.

Plan:

A personalised plan is developed in collaboration with the SENCO, parents, young person and other relevant professionals. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Do:

All involved parties will actively participate in the delivery of any additional provision required.

Review:

In line with school policy all teachers are involved in half termly Pupil progress meeting. Where concerns are raised, the SENCO will consider, with parental permission the need to bring in the support of outside professional agencies e.g. Learning Support Service (LSS), Speech and Language Therapy (SALT). Parents and children are given opportunity to attend regular consultation meetings and the school offers an open-door policy to meet with a child's class teacher as and when the need arises. Additionally, SEND pupils will receive review meetings appropriate to their specified need, for example pupils with Educational Health Care Plans, have a statutory annual review cycle.

Funding for SEND support

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies.

Schools receive an allocation based on a national funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. It is ensured that the SEND Code of Practice (2015) is followed.

Please refer to SEN information report for further information.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the SENCO. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint parents are advised to contact the Head teacher.

The Wokingham Special Educational Needs and Disability and Information Advice and Support Service (SENDIASS- formerly Parent Partnership) is available to offer impartial support to parents of children with SEND. Their contact details are:

Confidential Helpline: 0118 908 8233

Email: sendiass@wokingham.gov.uk

Website <https://www.sendiasswokingham.org.uk/>

Arrangements for policy monitoring and evaluation

The success of the school's SEND policy is evaluated through the Assess, Plan, Do, Review cycle, school self-evaluation and reporting activities, such as:

- monitoring of classroom practice by the SENCO and subject leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils registered with SEND
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND governor
- the school's website, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents and staff, both formal and informal, following meetings to produce learning plans (SEND children), evaluate impact and celebrate success.